

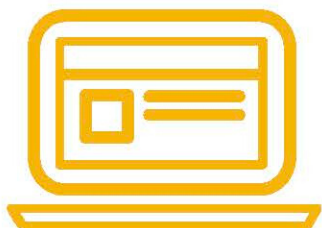
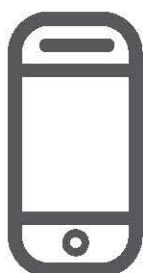


ANNUAL REPORT 2019



D I G I T A L
R E S P O N S -
A B I L I T Y

A WORD FROM OUR FOUNDER



I'm excited to share with you Digital Respons-Ability's first annual report.

From our beginnings in 2016 we've grown a lot through the support of partners and people dedicated to educating and keeping our children safe. I remember starting Digital Respons-Ability, it was just me at first. I left my full-time job with a clear vision; what was unclear was what would happen next. Through our growth from just me, to nearly 30 staff and partners is our mission: using prevention science to help individuals, families and communities prevent unhealthy online behavior.

We are excited to share our research and work with you in this report. I'm also personally excited to have our first book of research out with Rowman & Littlefield, [Digital Citizenship: Teaching Strategies & Practice from the Field](#). Another book of our

research through Taylor & Francis with our research is in progress: [Becoming a Digital Parent](#). I look forward to continuing to inform educators around the country on best practices in digital citizenship education.

This work wouldn't be possible without our partners, particularly the evidence-based work of Prevent Child Abuse Utah. With them we can have dedicated trainers throughout the state and support our common missions of keeping kids safe. We also appreciate the support of the Utah State Board of Education and of course, the Utah State Attorney General's Office.

It has been humbling to watch this work grow from just me in my home office, to reach thousands of children and parents. Thank you for helping make that happen.

Carrie Rogers-Whitehead

FOUNDER/CEO

THE NUMBERS

345
at Schools

REACHING

800+
Presentations



Our Modules provide the tools needed to navigate the tech world

Wellness

Critical Thinking

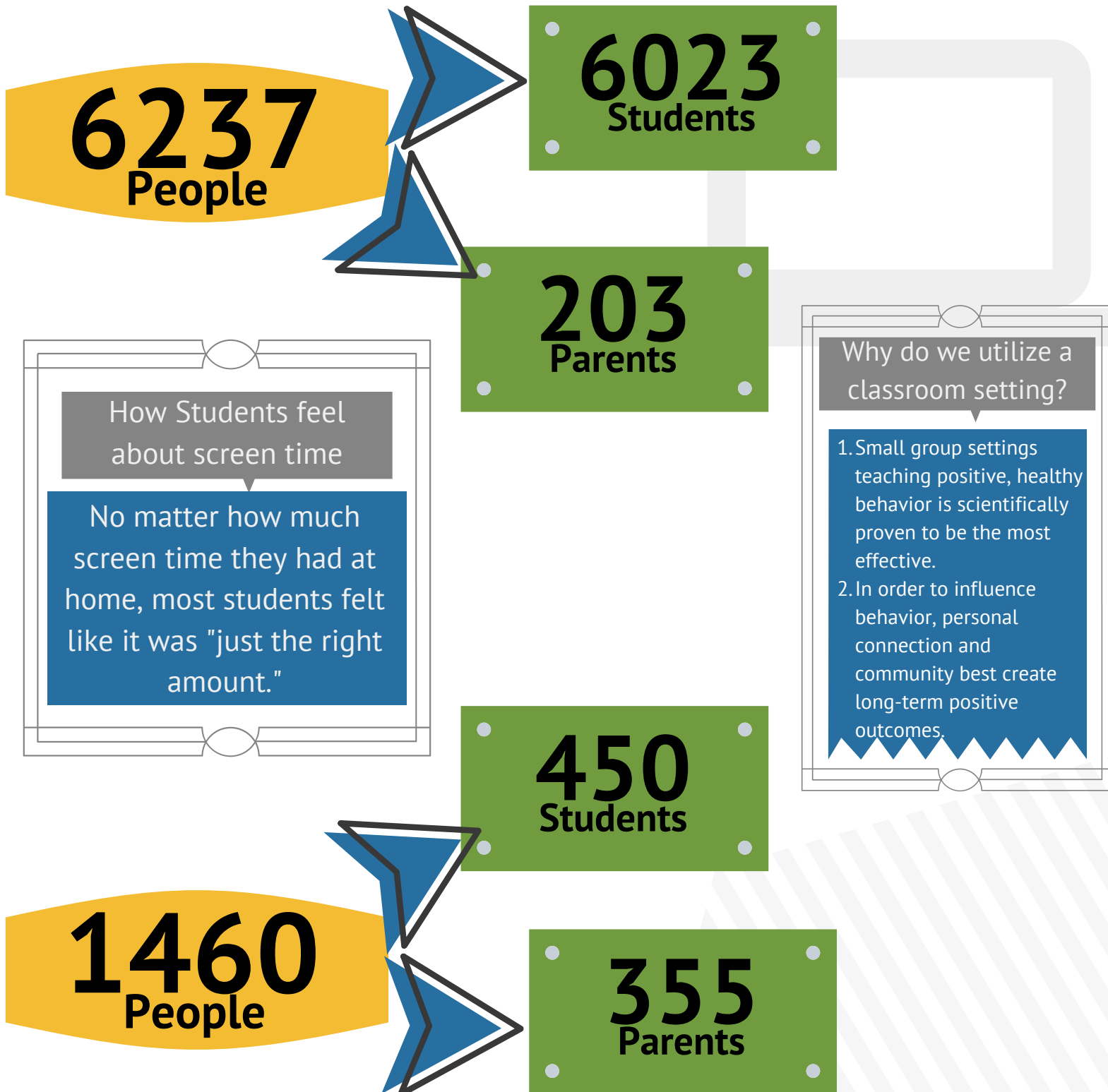
Online Safety

456
Community

REACHING

We offer different modules for Elementary Students than for Secondary Students. Elementary modules include Computational Thinking, Online Safety & Ethics, Digital Communication, Media Literacy, Digital Wellness, and Using Tech For Good.

How we teach increases knowledge, what we teach changes attitude, and all of it allows every individual to assess and change their behavior.



Secondary modules include Media Literacy & History, Digital Communication, Online Safety and Digital Law, Digital EmpathyMindfulness techniques, Digital Commerce, Digital Wellness, Preparing For College and A Career, Digital Identities and Goal Setting

A SOLID FOUNDATION

It started with a realization that we weren't giving our students - our children - the best of what research has found.

We live in a digital world and it is incredibly important that we adults learn how to navigate it successfully and then teach the younger generations how to as well. In some cases, the children learn these skills in school or in clubs and camps so they can bring that knowledge home to their parents. No matter how it gets home, the education needs to be thorough and provide knowledge on how to navigate technology.

In 2016, our founder Carrie Rogers-Whitehead knew that she needed to do more research and teach more children. Leaning on experts and relying on her education background and knowledge of how children learn best, she began pulling together curriculum. With her field experience as a librarian with thousands of hours working directly with young people doing programs, including STEM programs, she began Digital Respons-Ability.

Working closely with children for so many years made her realize that how adults speak about online safety wasn't how children actually learn. And it wasn't entertaining or interesting to them. Children need to play to learn and if it's not fun they quickly lose interest.

And then comes data. How do we know what's working? Knowledge in this topic is measurable, so we begin and end every course with a survey. Some data points include comfort level with technology and how many hours they spend with their phone. With the data collected from participants, we refine our curricula and adjust the areas that need improvement. We get data from parents letting us know what ideas and tactics are beneficial to them.

Another important part of developing our courses is using the data we collect to revise our curriculum. We are constantly looking for where our information can be updated as technology and adolescent interest are rarely static. Since 2016, we have on average revised our curriculum every quarter.

Working in close proximity to parents and students in smaller group settings is our secret to successfully teaching these principles for responsible digital citizenship. We have seen first-hand that using prevention science works and is effective. As we teach this particular group of students, we see that they are looking to create a community. Small groups help the children learn how to bond with others in a social setting, in addition to developing healthy attitudes and behaviors to develop the community they are looking for with tech.

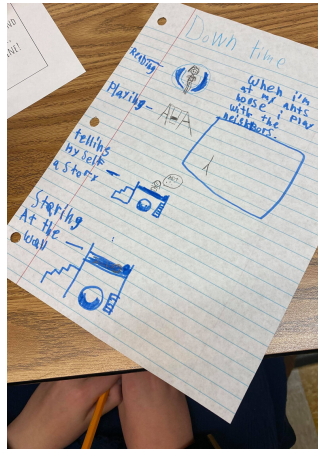


ELEMENTARY APPROACHES

This year in the Elementary Schools, we found a number of positive improvements.

We help the students understand better ways of communicating online and how to use technology as a tool instead of a crutch. There are discussions with the students on how they can better use their time online and what to do if they don't feel safe.

Our modules for Elementary School classes are: Computational Thinking, Online Safety and Ethics, Digital Communication, Media Literacy, Digital Wellness, and Using Tech For Good.

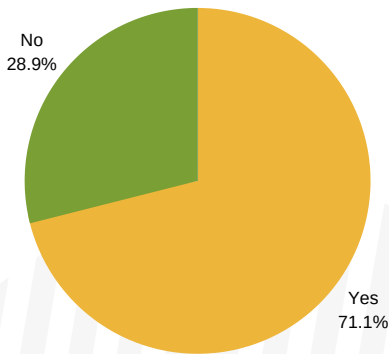


In the summer of 2019, Digital Respons-Ability and Professor James DiPerna from Penn State University ran a pilot program at a Taylorsville-area YMCA. The study utilized a paired T test, pre- and post-class surveys of 40 students in grades K - 5 across two randomized classes.

While the sample size was not large, we found a statistically significant increase in children understanding how they were feeling. We teach concepts of mindfulness and self-regulation in our classes and were happy to see children better understanding their inner world.

An interesting finding was when the children were more educated on the fact that there are not-real (fake) things online, their awareness caused them to feel more unsure about knowing if what they were finding online was real or not. This is positive, to us, because they know that they can't take everything online at face value. With this information, we can now develop even more specific curriculum on this topic. In 2020 we look forward to running another pilot program with Professor DiPerna.

SECONDARY APPROACHES

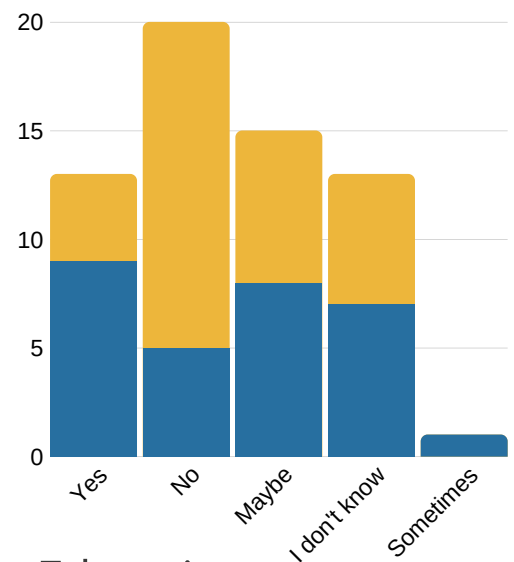


How many students in grades 7-12 have a smartphone? Our data says that 1 in 3 of the students we surveyed has a smart phone of their own.

The answers we've gotten from students in our classes:

Does social media make you feel better about yourself?

Does social media make you feel worse about yourself?



"Kids are smart. Setting limits only makes us go around them."

The majority of the students in our Secondary Education courses indicate that they feel more confident online after finishing the course. They are also more interested in STEM careers and have better comprehension of how to be a good Digital Citizen.

"I loved this class."

Our Secondary Education modules are more extensive than those for the Elementary students. In them we include Media Literacy and History, Digital Communication, Online safety and Digital Law, Digital Empathy, Digital Commerce, Digital Wellness, Preparing for College and a Career, Digital Identities and Goal Setting.

Together we discuss healthy habits with technology, know where their boundaries are for mental health and sleep, and protecting themselves online from trolls and bullying. With Digital Wellness we also hope to instill resiliency in the students so they don't need to fear being bullied and know where to turn when they need help.

OUTREACH TO REFUGEES

It's been our privilege to work with one of our state's most vulnerable populations. In collaboration with Promises South Salt Lake, we work with the children of refugees to help them navigate the online world. What they learn in this course, they are able to pass on to their family and strengthen them as a whole.

Because they are a population vulnerable to scams and exploitation, **this knowledge is crucial to their success.**



100% of our refugee students, in both Elementary and Secondary ages, increased or maintained their interest in STEM.



Elementary and Secondary school students are constantly exposed to new technology and data. This is particularly true for our refugee population

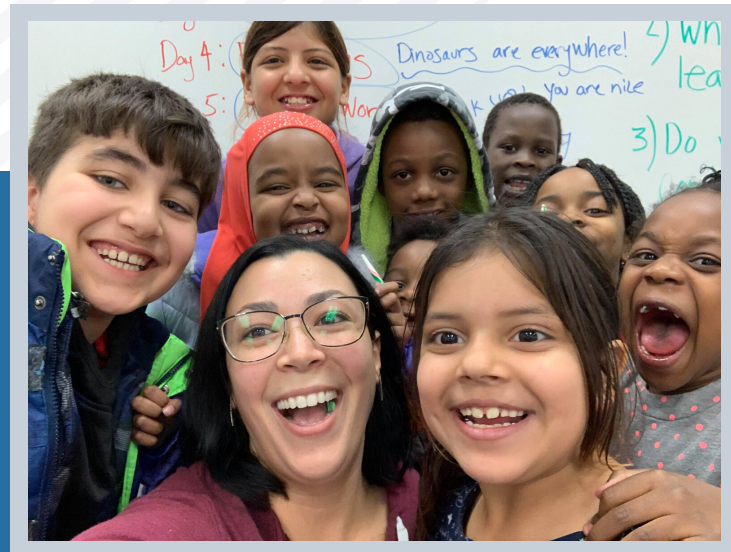


Across the board, the students increased their understanding of Digital Citizenship and interest in tech careers.

"I want to be a doctor when I grow up."

"I am good at technology."

"I would like Karina to come back and teach us more."



DIGITAL PARENTING

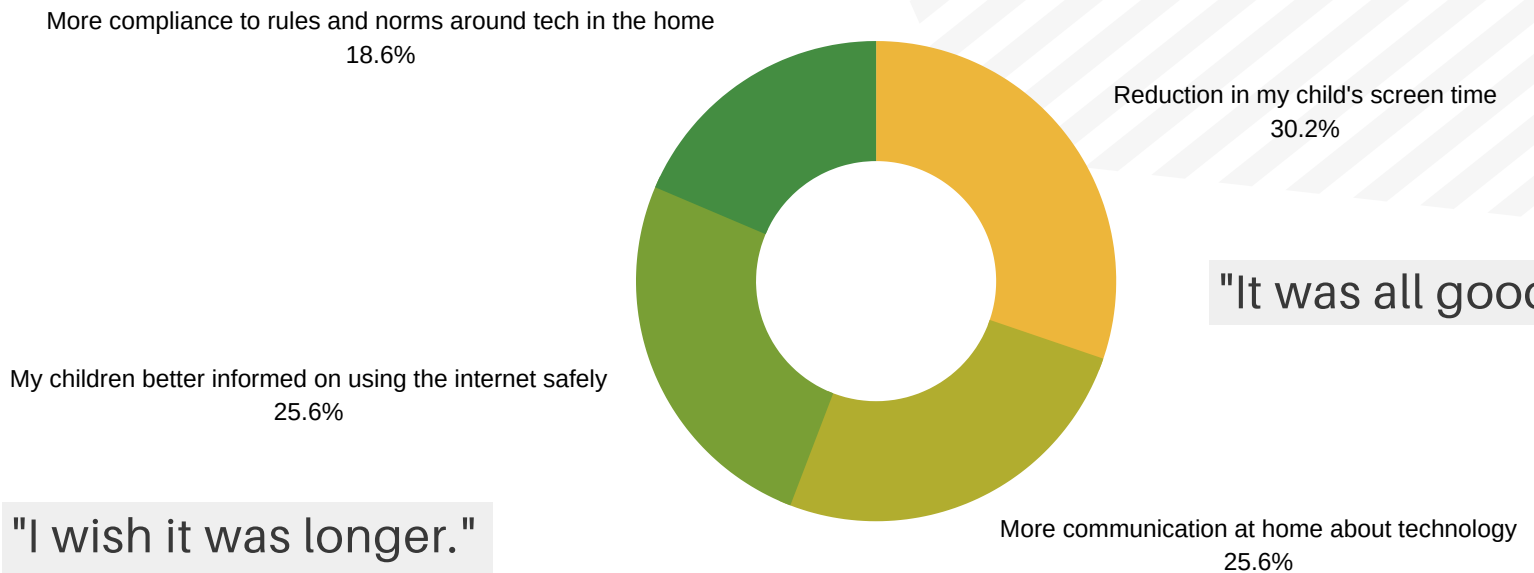
Parents came to the class with three common concerns with their kids:

- Spending too much time on screens
- Interacting only with their phone
- Using phone to avoid people

The most popular parts of our classes, according to attending parents:

- Talking to other parents
- Learning about red flag apps
- Having a plan for after the meeting

Parents left our classes with a plan:



The digital parenting night is 1-2 hours long and is more of a lecture/discussion presentation rather than just pure lecture.

We break down parenting strategies around technology through developmental stages. We also teach topics such as apps to look out for, digital contracts/family media plans, settings on devices and more.

OUR PARTNERS



Where to begin with our partnership with Prevent Child Abuse Utah - our relationship is so much more than that! PCAU is our collaborator in marketing, training and outreach. We share with our mission to keep children safe.

Our interests align and it's wonderful to work in tandem with PCAU. As we research and educate, our end goals are the same: to educate, inform and empower. Where PCAU looks to protect children through education, we look to educate on online safety with prevention science.

We are so honored to highlight these local and governmental or nonprofit groups we've partnered with in 2019. Thank you to our community partners!

YMCA Northern Utah
International Rescue Committee
Utah Communities Connect
Juvenile Justice Services
Utah State Board of Education
Utah School Counselors Association
Salt Lake County Afterschool Program
Utah Foster Care

Utah PTA
Salt Lake City Public Library
Salt Lake County Library
Utah Association for Marriage and Family Therapy
University Neighborhood Partners
Salt Lake County Health Department
Help me Grow United Way

2020 PLANS

- Conduct another study with Professor James DiPerna, a professor at Penn State who focuses on social and emotional learning, on another Pilot Program. This research will help us refine our program further and become even more effective in our approach.
- Join with more community partners as we reach increasing numbers of people.
- Attend outreach events throughout the state to spread community awareness and educate on online safety.
- Collaborate with policy makers and educators on digital citizenship across the state.
- Increase the number of schools and parents we teach in each Utah district. We'll soon finish training partners in Southern Utah to reach more parents and students!
- Launch in early 2020 our FREE online trainings for elementary students, secondary students and parents

